

**A DESCRIPTIVE STUDY OF THE ENGLISH VOCABULARY
TEACHING LEARNING PROCESS OF DEAF CHILDREN
IN SLB-B YPPS DONOHUDANBOYOLALI IN
ACADEMIC YEAR 2015/2016**

THESIS

Submitted as
A Partial fulfillment of
the requirements For the degree of *undergraduate* in
English Educational Program



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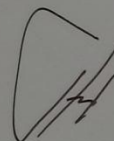
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DEDICATION

This thesis is dedicated to:

- My beloved parents Mr. Isnu and Mrs. parmi who always pray and support me.
- My beloved younger sister NurulHidayati and my brother FawasAlfrisi.
- All my beloved friends Andikaapiasmara, AgustinaDwiAyuAnggraini, AfriSafrianingsih and AnnisaRestyantiArifin.
- All of people who always support me.

MOTTO

“It only takes a smile to hide a million tears”

“Smile is a simple way of enjoying life”

“Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop questioning.”

(Albert Einstein)

“You can’t change your past but you can let go and start your future.”

(Quinn in Glee)

“Be kind, for whenever kindness becomes part of something, it beautifies it.

Whenever it is taken from something, it leaves it tarnished.”

(Imam Bukhari’s Book of Muslim Manners)

“Never say Never”

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "*A Descriptive Study Teaching and Learning Process English Vocabulary for Deaf Children in SLB-B YPPS Donohudan Boyolali in Academic Year 2015/2016*" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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ACKNOWLEDGMENT

Alhamdulillah, all praise be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “*A Descriptive Study of the English Vocabulary Teaching Process of Deaf Children in SLB B-C YPPS DonohudanBoyolali in Academic Year 2015/2016*” Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, 13 January 2017

The researcher

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ABSTRACT

Ana AinunNikmatin. 2016. *“A Descriptive Study of the English Vocabulary Teaching Process of Deaf Children in SLB B-C YPPS DonohudanBoyolali in Academic Year 2015/2016”*. Thesis.English Education Program, Islamic Education and Teacher Training Faculty.

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Keywords : Teaching and Learning Vocabulary, Deaf Children

The objective of the study of this research are: 1. To describe the process of teaching and teaching English vocabulary to deaf children at SLB B-C YPPS Donohudan, 2. To describe the problems that appear in teaching and learning English vocabulary process at SLB B-C YPPS Donohudan.

The researcher used the descriptive qualitative study. Qualitative research is described as phenomena in the form of words.The research was carried out at SLB B-C YPPS Donohudan from October to November 2016. In this research, the subject of the study was the four students of the eight and nine grades of SLB-B YPPS Donohudan in the academic year 2015/2016. The research was held on second semester. The object of this study was the process of teaching learning English vocabulary for deaf children.The technique of collecting data was observation, interview and document analysis. To get the validity of the data, the researcher used data triangulation.

The result of this research showed that 1) The teaching learning processes in English class were an educative interaction of some instructional component which interoperated to one another in achieving the goal. The teaching learning vocabulary in English class consists of three steps, there were the preparation, the application and the evaluation. The first was preparation steps. Preparation steps are the teacher's activity in preparing a lesson plan. This activity included the preparation of the goal, the material, the method, and the media which would be used in class. The second is application steps.There were two dimensions in this step, the classroom interaction and application of teaching learning components. The last is evaluation step. This evaluation steps was the steps to check the student's comprehension of the topic; 2) The problems were problems of the teacher and the problems of the students. The problem that was faced by the teacher were difficulty to make students interested and pleased with the lesson and make the students understand because the students have difficulties on three things: in writing, pronunciation and meaning of the word While problems of the studentsas the student who are learned as English, the students sometimes get problem dealing used language. Foreign language especially in English, that are reading writing and meaning are different ways. This course makes students difficulties in the case of vocabulary. Then they were confused. Their confussion sometimes was when they were asking to adjust the pictures and their writing they were confused with the meaning and the pronunciation of some word that similar to other.

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the languages that is used by people to communicate. English in Indonesia is being taught and learnt in Kindergarten students until University. Meanwhile, vocabulary is also an important part for the language learners who study English. They cannot convey their messages smoothly if they cannot understand what they read or listen. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.' This is how the linguist David Wilkins summed up the importance of vocabulary learning.

Then Thornbury (2002:3) also argues that we can say very little with grammar, but you can say almost anything with words. It has to be realized that the student's ability to reading, writing, listening, and speaking is conditioned by their vocabulary. In reading ability, vocabulary helps learners in comprehending the text. In writing, it helps learners in comprehending the text.

Understanding English is not as easy as understanding Indonesian, because Indonesian students have had experience with their native language. They get difficulties in sounds and words. Anyone who has learned a second language will know that some words are easier to learn than others. Indonesian government included English in the curriculum as

a compulsory subject for the junior and senior high school. As stated in the 1994 curriculum, all components of English are taught integrated by to achieve the integrated language skills.

Vocabulary has an important role in teaching English. For years, English teaching has placed heavy emphasis up on early and extensive vocabulary learning. Furthermore, Mc Charty in Rully (2009:26) states that learning a language without vocabulary to show a wide range of meaning may result in some communication in a meaningless way. It shows that vocabulary has an important role in language element. Thus the importance of English vocabulary, the teacher might have an interesting method in teaching English language, so that the students are interested in English and can catch the material easily. Teacher might be able to apply various methods to present the material to the students. The teacher might be creative in order to help the students learning the four basic skills of English language; speaking, listening, reading, writing, and vocabulary too. It is due to the fact that vocabulary is a component that supports the four basic skills of English language (Harmer, 2004).

Vocabulary is one of elements of language that should be learnt and taught. Vocabulary can be acquired through explicit study or incidentally through exposure to word in context. Bauer (1998:8) adds, “Vocabulary is about words where they come from, how they change, how they relate to each other and how we use them to view the world.” It means that a command of many words will make a better writer, speaker,

listener, and reader. Nation (2003) stated that the most useful words that every English learner needs whether they learn speaking, reading, listening and writing or whether they use English in formal and informal situation is the most frequent 1000 words families in English. The vocabulary is useful that it covers around 75 % of the running words in academic texts and newspapers, over 80 % of the running words in novels, and about 85% of the running words in conversations.

When explicitly teaching vocabulary, it is beneficial to avoid misunderstanding, to teach underlying meanings and complete word families when possible, and to be aware of the intralexical and cross-linguistic factors that may make certain words difficult for our learners. Vocabulary acquisition is an incremental process, and teachers must concentrate not only on introducing new words, but also on teaching learners' knowledge of previously presented words

Deafness is a general term which shows hard of hearing from mild until profound hard of hearing. Mohammad Effendi (2008:57) states that deafness as the dysfunction of ear caused by damage in one or more inner ear, middle ear and outer ear because of illness, accident or another reason. It means that the cause of the deafness is the damage in the one or more part of the ear. The damage could be happened in the inner ear, middle ear and outer ear. The damage might be triggered because of illness or accident.

In teaching English to deaf children, the deaf children confront more complicated obstacles in learning language than the hearing students.

The major problems the deaf students deal with their language and speaking development are not well polished (Sa'idah, 2009). Clymer and Barent (2007) stated that It is so as they have limited exposure to sounds and have limited chance to imitate sounds whereas language development depends greatly on practices. Unfortunately, deaf children do not have enough access for those matters unlike their hearing peers who maintain lots of chances to use language and to imitate sounds.

Deaf children have different characteristics compared with normal children, especially in hearing and communication development. Paul and Quigley (1990) stated that deaf children have not developed an internal representation of English and cannot express their thoughts in English as a primary mode. Indeed, learning to read and write for deaf children can be seen as tantamount to learning the language itself (Mayer, 1998). Consequently they may not have a store of background experiences that are linked to language, owing to a lack of communication between the child, the family, and other people. Without this link they have difficulty connecting their experiences to printed words (Watson, 1999). They may have a limited language base for reading and have not yet developed the ability to link information from language to their schemas or to use inferring skills and figurative-language abilities to the same extent as hearing children (Zaitseva, 2000). For this reason, contexts that facilitate language acquisition of young deaf children as they learn to read and write are important (Nittrouer & Thuente Burton, 2003). The vocabularies of

deaf students and the rate of acquisition of new words have been found to be far below those of their normally hearing peers (Paul & O'Rourke, 1988).

The teacher must use a method and use variety of teaching techniques to help them. Normal children are easy to understand the material than the deaf children, because normal children can learn the materials by themselves. In addition, according to Suheri (1984 : 12) that normal children basically at certain age can reach a certain stage of its development as well but not for the exceptional children.

Normal children learn in general school, but deaf children actually should be suitable with the students condition and ability individually. So far, education for children who have the disorder or has the potential of intelligence and special talents or special needs children are provided in three different educational institution, namely exceptional school (SLB), Extraordinary Primary School (SDLB) and Inclusive Education.

The SLB is special education institutions to accommodate children with special needs with the same type of disorder. Therefore, there are deaf, visual impairment, mental retardation, and quadriplegic in SLB. While The SDLB accommodate various types of special need children. Therefore SDLB accommodate deaf children, visual impairment, quadriplegic and mental retardation.

A noun is a word that names a person, place, thing, or idea. Examples are leader, Virginia, colony, and exploration. There various

kinds of nouns. They are common noun and proper noun, abstract and concrete noun countable and uncountable noun, and collective noun (Seargeant, 2007). A common noun is a general name for a person, place, thing, or idea. A proper noun is the name of a particular person, place, thing, or idea. For example, *settler* is a common noun; *John Alden* is a proper noun. Only proper nouns need to be capitalized. A concrete noun names a thing that can be seen, heard, smelled, tasted, or touched. An abstract noun names an idea, feeling, quality, or characteristic. Examples of concrete nouns are *cabin* and *log*; examples of abstract nouns are *danger* and *bravery*. A collective noun is a word that names a group of people or things, such as *crew*.

The research concerns with teaching concrete noun and the use of picture. The researcher focuses on the teacher and students' activities during the teaching process. The research site is SLB B-C YPPC. The eight grades and nine grade are chosen as the research participants. They consist of four students and all of them are taken as subject of the research. In the preparation of teaching learning process, the teacher usually used the teaching aids such pictures because it is easy to students to learn and remember the vocabulary. SLB B-C YPPC is located on Tegal Rt. 03/06 Donohudan, Ngemplak, Boyolali. Education in SLB B-C YPPS included elementary school, junior school and high school education. This school equipped with educational support facilities, for example; computer room, library, and music room therefore this school. Yayasan Pembina putra

sejahtera SLB B-C YPPS belongs to SLB that teaches English to their learners, especially in SLB-B. In SLB B-C YPPS Donohudan, The teachers use two methods to teach deaf student, the teachers use total communication (TC). TC is teacher use communication method most appropriate for a particular children at a particular development. Therefore there would be situations when spoken communication might be appropriate, other situation where signing might be appropriate, others that would call for written communication and still others where simultaneous communication might work best (Holcomb in Hawkins, 1997). Teachers also use picture to make the teaching process easier.

SLB-B is special classroom for children with hearing impairment. Based on the importance of learning English for children with hearing impairment, the researcher is interested in conducting a research entitled “A DESCRIPTIVE STUDY OF THE ENGLISH VOCABULARY TEACHING LEARNING PROCESS OF DEAF CHILDREN IN SLB-B YPPS DONOHUDAN BOYOLALI IN ACADEMIC YEAR 2015/2016

B. Problem Statement

Based on the background statement above, the research can be formulation the problem as follow:

1. How is the teaching and learning process of English vocabulary to deaf children at SLB-B YPPS Donohudan ?

2. What problems are faced by SLB-B YPPS Donohudan in the process of the teaching and learning English vocabulary to deaf children ?

C. Objective of The Study

In line with the problem statement above, the objectives of the study are as follow:

1. To describe the teaching and learning process of English vocabulary to deaf children at SLB-B YPPS Donohudan.
2. To describe the problems that appears in teaching and learning English Vocabulary process at SLB-B YPPS Donohudan.

D. Limitation of The Study

The researcher focuses of the descriptive teaching and learning vocabulary in SLB-B donohudan in 2015/216 academic year.

E. Benefits of the Study

There are two kinds on benefits in the research, those are:

1. Theoretically

The researcher hopes that the result of the research will enrich the theory of teaching English to children with hearing impairment

2. Practically

Practically, the research has some benefits for the slow learner, teacher, school, and other researcher.

a. For teacher

The research will give more information about the teaching vocabulary that can be used in the vocabulary mastery class. The researcher hopes that the result of the research will be useful for the students and teacher, especially those who teach English in school for children with hearing impairment and the readers. So they will understand how to teach English for deaf children effectively.

b. For the readers

Hopefully, they will get knowledge about the teaching in english vocabulary for deaf children.

c. For the school

It will give a great influence for school, for example school can produce great deaf students about English vocabulary. So people can know about how far important disabled school for deaf students.

d. For other researchers

The research will be good reference for doing other research with the same topic especially research for deaf students.

F. Definitions of Key Term

The following terms are the core key words dealing with the research:

1. Teaching

Based on Oxford Learner's Pocket Dictionary (2003:443), teaching is given lesson to somebody, giving somebody knowledge, skill, etc.

2. Learning

According to M. Sobry Sutikno (2009: 3) learning as a process that is done someone to get a new changing as a result experience itself in interaction with environment.

3. Deaf children

Effendi (2009:57) defines the deafness as the dysfunction of ear caused by damage in one or more inner ear, middle ear and outer ear because of illness, accident or another reason.

4. Vocabulary

According to Diamond & Gutlohn (2006) vocabulary is the knowledge of words and their meanings.

CHAPTER II

THEORETICAL REVIEW

A. Teaching and Learning

There are many definitions about learning. Learning does not just happen in certain institution. Learning is a basic process from human life development. By learning, human do some qualitative changes so that their behavior can be developed.

In teaching learning process, people need a teacher who is professional to achieve learning objectives. Teaching and learning process will involve all components of teaching. So then, teachers and students get involved in the interaction, so the teacher is an educator and the student is the learner. The teacher does not only organize the classroom but also escort the purpose. So that, the teaching-learning process needs a good interaction among the teacher and the student.

Some people also give definition of learning. Samuel (1970: 5) said that learning is a term applied to a wide range of phenomena even when we arbitrarily limit its use to human behavior. According to Woolfolk (1984: 158) learning is not something found only in the classroom, everyday of our lives and learning does not have to be deliberate or conscious. Ernest R. Hilgard in Sumardi Suryabrata, (1984: 252) says that learning is a process that was done deliberate, which then

caused the change, which was different from the changes brought by others.

Teaching that is also a kind of learning a “Learning teaching”. It is not just the students who do the learning, but we do as well. We teach and we learn and the two things are intertwined.

1. Teaching Concept

In education learning and teaching is no longer a stranger. According to Webster’s Dictionary and the Thesaurus, teaching is giving instruction to, to train, the act of someone to teach. Besides, Joyce (1996: 3) states that teaching well means helping the students learn well. Powerful learners have expanded repertoires of strategies for acquiring education. Model of teaching are designed to impart these strategies while help student to develop as persons, increase their capacity to think clearly and wisely, build a social skill commitment. Teaching is the process of building communities of learners who use their skill to educate themselves.

Based on Oxford Learner’s Pocket Dictionary (2003:443), teaching is given lesson to somebody, giving somebody knowledge, skill, etc. It seems like a process of giving something useful to somebody from the professional. The definition in Collin Dictionary in Babbage (2000:24), teaching is described as telling or showing someone how to do something, giving instructions or lessons, in a subject to students, and causing to learn or understand. Mulyasa (2006:100) explains that

teaching is an interaction process done by students and the environment in order that the human/student behavior changes to be better. It can be a form of building a good human characterization. According to Douglas (2007:8) teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.

Based on those theories, researcher concludes that teaching is the arranging of conditions that have to be learnt for the learners. In other hand, teaching is a process of transferring knowledge from teacher to learners.

2. Learning Concept

in Oxford Learner's pocket dictionary (1995:480), learning is knowledge gained by study.

Slameto (1991: 2) defines learning as an effort process which is done by an individual to get new behavior changing entirely, as the sequence of individual experience in the environment interaction. From those definitions, it can be concluded that learning is a process of behavior changing or performance as the result of experience with society, such as reading, observing, listening, and so on. Learning pervades our life. It is involved not only in mastering a new skill or academic subject but also in emotional development, social interaction, and even personality development, people learn how to fear, how to

love, how to be polite, how to be intimate, and so on (Richard C. 1996: 227). From those definitions, learning does not just happen in certain institution, but the interaction with the environment then the people get new experience is a learning process too.

Any discussion of a definition of learning must be prefaced with an important and frequently made distinction the one between education and learning. M. Sobry Sutikno (2009: 3) states that "learning as a process that is done someone to get a new changing as a result experience itself in interaction with environment.

Learning involves change. It is concerned with the acquisition of habits, knowledge, and attitudes. It enables the individual to make both personal and social adjustments. Since the concept of change is inherent in the concept of learning, any change in behavior implies that learning is taking place or has taken place. Learning that occurs during the process of change can be referred to as the learning process. (Crow and Crow, 1963:1 in Malcolm, 2005: 11)

According to Alan (2009:2), he states that learning is something that happens quite naturally and goes by quite unnoticed in many cases. In the same book Alan (2009:1) informs us that learning is something of which we all have an understanding and in which we have all participated. This participation has been in a very wide range of settings, both formal and informal, ranging from the relative confines of a school classroom, to the wide open spaces of the

countryside or a quiet corner where a chance conversation led to deeper understanding of some topic or another.

Skinner (2009: 3 in Sobry) states that "learning as a process adaption or adjustment of behavior that is going on progressive". Learning is not exclusive to the domain of an education system. Learning begins a very long time before school; continues for even longer after school; and happens rapidly, and in parallel with school, in a great number of different ways and settings.

Based on those theories, researcher concludes that learning is the individual process of constructing understanding based on experience from a wide range of sources. Learning is something of which we all have an understanding and in which we have all participated. Learning is not exclusive to the domain of an education system. Learning begins a very long time before school; continues for even longer after school; and happens rapidly, and in parallel with school, in a great number of different ways and settings.

There are many problems faced by people to learn. They may come from the teacher or the learner. The teacher is needed to manage in the classroom. The teacher is very important, not only for the organization of the classroom but also for the learning processes of purpose. To reach the perfect, learning process is needed learning strategies. Learning strategies are the mental process which learners employ to learn and process as procedural knowledge (David, 1991: 168). From

the opinion above, learning strategy often focuses on making the students more active learner by teaching them how to learn and how to use what they have learned to solve problems and be successful.

According to Djamarah (1996: 5) some the learning strategies are as follow:

- a. Identifying the specifications and qualification of changes in behavior and personality of students as expected.
- b. Selecting the approach system based on the aspirations and views of life in society.
- c. Choosing a procedures, methods, and techniques of learning that is considered most appropriate and effective that can make the guide by the teacher in teaching learning process (Djamarah 2002: 5).

In learning process, besides learning strategy, between teachers and students should have a special approach so that teaching and learning process is comfortable and in accordance with the purpose of learning. Djamarah (2002: 61) mentions several kinds of approaches in learning, there are: individual approach, groups approach, varieties approach, educative approach, emotional approach, rational approach, functional approach, religious approach, etc.

3. The Role of Teacher In Learning Process

A role can be defined as the part taken by a participant in any act of communication. In education, the teacher is a person who educates

others. A teacher who educates student personally also be described as a personal tutor. Wright (1987) in Richard (1994: 98) points out that some roles are defined primarily by the work people do, while others are mainly defined by the kind of interpersonal relationships they imply. While it might be assumed that the role of the teacher is primarily an occupational role, predetermined by the nature of schools and teaching, teachers interpret their roles in different ways depending on the kinds of schools which they work, the teaching methods they employ.

From definitions above a teacher is a person who helps others to learn. Yet, the teacher conduct's the class not only by explaining, lecturing, drilling but also designing materials, composing assignment, evaluating student performance and discipline. They must keep recording, arranging the classroom, creating and learning experiences, talking to parents, and counseling students. According to Mulyasa (2008:56) some the roles of teacher in learning process are as follow:

a. The teacher as a facilitator

The teacher does not just teach, transmit the role, and just leave the students behind the chair but they should be democratic, honest, and ready to be

b. Criticized by the students.

The teacher has an important role to take class conductively; therefore, they should have enough ability, potential, interest, as well as attitude and good personality.

c. The teacher as a motivator

The motivation is the one of internal factors, which can drive students to get achievement. Therefore, as the teacher must be give motivation and give self confidence to their students and they change themselves. Because, the students will study hard when they give high motivation. Therefore, to improve teaching quality the teacher must be raise learning motivation to the students in order to reach the learning goal.

From those definitions, it can be concluded that the role of teacher is very important in teaching learning process. The teacher has to be ideal. They have to give the best things for their students, conduct the conducive class as well as providing the all students need in class are that efforts to take students success.

Suparlan (2005, 29) said that the teacher is also as a manager that gives the example to obey the system and can be an administrator that fills the present of book students, curriculum administration, and value administration. The teacher also can be a supervisor, innovator maybe can find the method or concept the new education, as an motivator and facilitator. Arends (1997) in Ahmadi (2011:97) defined the teacher that

expect students to learn yet seldom teach them about learning, the teacher students to solve problems yet seldom teach them about problem solving. From those explanations, the teacher should manage the classroom well. The teacher needs to develop a number of methods for dealing with major and minor behavior problems so the class can get on with the process of learning.

B. Vocabulary

1. Definition

Vocabulary is as essential for communicating, reading, thinking, and learning. In comparison to typical hearing peers, students who are deaf or hard of hearing demonstrate vocabulary knowledge that is quantitatively reduced.

Vocabulary is an important subject to study in English language. It can support the four language skill; reading, writing, listening, speaking. Vocabulary is also the important factor that influences language skill as a means of communication. Fauziati (2002:155) states that vocabulary is central to language and of critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate effectively or express his idea both orally and in written form. When the learners do not know how to enrich their vocabulary, they often gradually lose interest in learning.

Kreiler (1986:21) defines vocabulary as a stock of words in a language that can support the learners to learn the skills of the

language. This means that vocabulary as one of the useful language element which means to facilitate and support the learners in learning the skills of language. Bloomfield in Katamba (1994: 11-15) states that a minimum free form is a word. Furthermore, Katamba explains that the word is smallest meaningful linguistic unit that can be used on its own and people learn words become their vocabulary.

From the definitions above, it can be concluded that vocabulary is the key aspect in learning a language. Vocabulary is the item that consists of more than one word, symbol of ideas in which is needed to express and to communicate the idea. So it is important to learn vocabulary as a result to mastering in English.

2. Kinds of Vocabulary

According to Thornbury (2005: 3), there are many kind of vocabulary. There are:

a. Word Classes Word classes are often called Parts of Speech. Parts of Speech consist of noun, pronoun, verb, adjective, adverb, preposition, and conjunction.

1) Noun

Noun is a part of speech that identifies a person, place, thing or idea, and parts of speech simply refer to types of words.

Example: **Tommy** has run the company since 1993.

There various kinds of nouns. They are common noun and proper noun, abstract and concrete noun countable and uncountable noun, and collective noun (Seargeant, 2007).

- a) A common noun is a general name for a person, place, thing, or idea.
- b) A proper noun is the name of a particular person, place, thing, or idea. For example, *settler* is a common noun; *John Alden* is a proper noun. Only proper nouns need to be capitalized.
- c) A concrete noun names a thing that can be seen, heard, smelled, tasted, or touched.
- d) An abstract noun names an idea, feeling, quality, or characteristic. Examples of concrete nouns are *cabin* and *log*; examples of abstract nouns are *danger* and *bravery*.
- e) A collective noun is a word that names a group of people or things, such as *crew*.
- f) Countable nouns are those that refer to something that can be counted. For example: cat/cats, woman/ women
- g) Uncountable nouns are a smaller number of nouns do not typically refer to things that can be counted and so they do not regulary have plural form. For example ; rain, flour, earth, wine.

2) Pronoun

Pronoun is a word that takes the place of refers to a noun.

Example: Janet has study in order for **her** to get the job that **she** wants.

3) Verb

Verb is one of the main parts of a sentence or question in English.

The verb signals an action, an occurrence, or state to being.

Example: I am **drinking** a tea.

4) Adjective

Adjective is a word used to quality noun or pronoun. Example of

adjective: old, new, clever, smart, lazy, etc. Example in sentences:

He is a clever student; My brother is **lazy** boy.

5) Adverb

Adverb is a word used for qualifying the meaning of verb,

adjective, or another adverb. Example: Mrs. Dewi is **teaching** in

the classroom.

6) Conjunction

Conjunction is a word to relate one word to another one, or one

sentence to another one. Example: My father like apple **and**

banana; I want buy a doll **but** I have not money.

b. Word Families

1) Affixes

Affixes are a feature of grammar of most language. Example:
look; looking; looked.

2) Inflexions

Inflexions are the different grammatical forms of a word.

Example: plays; playing; and played are inflexions of play.

3) Derivative

Derivative is a word that result from the addition of an affix to a root, and which has a different meaning from the root Example:
player; replay; and playful are derivatives of play

c. Word Formation

In English language this was called composite form of word, such as:

1) Compounding, the combining of two or more independent words

Example: second-hand; word processor; typewriter.

2) Blending, two words can be blended to form one new one.

Example: breakfast + lunch = brunch; information + entertainment = infotainment.

3) Conversion, the process a word can be co-opted from one part of speech and used as another.

4) Clipping, a new words can be coined by shortening or clipping longer words. Example: flu from influenza; email from electronic mail.

3. The Importance of Vocabulary

According to David Wilkins Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Then Thornbury (2002:3) also argues that we can say very little with grammar, but you can say almost anything with words. It has to be realized that the student's ability to reading, writing, listening, and speaking is conditioned by their vocabulary. In reading ability, vocabulary helps learners in comprehending the text. In writing, it helps learners in comprehending the text.

In writing, it helps them to expand their ideas based on the topic sentence that they want. In listening, they comprehend and understand of what other person speaks. In speaking ability, vocabulary facilitates the learners to explain their ideas orally. In addition, Thornbury (2002: 1) argues that all languages have words, language emerges first as words. Even in our first language, we are continually learning new words and learning new meanings for old words. It makes vocabulary becomes the basic element to master the four language skills, namely listening, speaking, reading and writing. Without having enough vocabulary, a language learner will not be able to master the language skills. It means that has important roles in communication is mastering of vocabularies.

A good mastery of vocabulary helps the learners to express their ideas precisely. By having many stock of word learners will be able to

comprehend the reading materials catch other talking, give response and write some kind of topics. On the contrary, if learners do not recognize the meaning of the words use by those who address the, they will be unable to ask for information (Stahl & Nagy, 2005:2).

Anyone who learned a second language will know that some words see easier to learn than others. Factors that make some words ore difficult than others are :

- a. Pronunciation : research shows that words that are difficult to pronounce are ore difficult to learn. Potentially difficult word will typically be those that contain sounds that unfamiliar to some groups of learns.
- b. Spelling : sound – spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word’s difficulty. While most English spelling is fairly law abiding, there are also some glaring irregularities.
- c. Length and complexity: long words seem to be no more difficult to learn that short ones. But, as a rule of thumb, high frequency word tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their ‘learn ability’. Also, variable stress in polysyllabic words.
- d. Grammar: Also problematic is the grammar associated with the word, especially if this differs from that of its L1 equivalent.

- e. Meaning: when two words overlap in meaning, learners are likely to confuse them. Words with multiple meanings, can also be troublesome for learners. Having learned one meaning of the word, they may be reluctant to accept a second, totally different, meaning. Unfamiliar concepts may make a word difficult to learn.
- f. Range, connotation and idiomaticity : words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range.

4. Teaching Vocabulary

The vocabulary which is introduced to students is conditioned by the books that they use. On the other hand, the teacher may choose to bring other media of teaching vocabulary that are relevant to the need of student. Mentioned by Krashen (1984:41) that learning vocabulary is as important as learning the four language skills. Learning vocabulary is used as a symbol of ideas to express the idea in daily communication.

The literature consistently suggests that the vocabulary knowledge of students who are deaf or hard of hearing is quantitatively reduced as compared to that of typical hearing peers. More specifically, it has frequently been reported that students who are deaf or hard of hearing are delayed in their acquisition of vocabulary knowledge, have smaller lexicons, acquire new words at slower rates, and have a narrower range of contexts that result in word learning (Cole & Flexer, 2007)

Wallace (1982:207) explains that teaching vocabulary that teaching vocabulary has to be the following thing :

a. The aims of teaching vocabulary

In teaching learning process the teacher has to be clear about his aims. He has to decide on what is involved in vocabulary learning. He also has to decide the words that should be mastered by the students.

b. The quantity of teaching vocabulary

The teacher may have decided in number of vocabulary items to be learned. How new words in a lesson can be learned become confused discouraged and frustrated.

c. The need of teaching vocabulary

In teaching vocabulary, the teacher has to choose words that are really needed by the student in communication. The students should be put in situation where they have to communicate and get the words they need.

d. The frequent exposure and repetition of teaching vocabulary

Frequent exposure repetition here means that the teacher should give much practice or repetition, so that her students master the target of the words well, she also gives opportunity to the student to use the words in writing or speaking.

e. The meaningful presentation

In teaching vocabulary, the teacher should present target words in such a way that their meaning of the target words are perfectly clear and unambiguous.

f. The situation and presentation of teaching vocabulary

The teacher should tell the students that they have to use words appropriately. The use of words depends on the situation in which they are speaking and depends on the persons to whom they are speaking.

5. The ways to develop English vocabulary mastery.

There are numerous ways of helping students to acquire knowledge of many words and proficiency in their use. As yet there is no sufficient evidence to show which methods of vocabulary instruction work best at different levels and with pupils of different degrees of ability.

Freeman (1983:13) stated the ways to develop vocabulary mastery:

a. Translation of literary passage

Students translate a reading passage from the largest language into their native language. The reading passage focused on several classes: vocabulary and grammatical structure.

b. Antonym/Synonym

Students are given one set of words and are asked to find synonym/antonym in the reading passage, or the students are asked

to define a set of words based on their understanding of them as they occur in the reading passage.

c. Fill the blanks

Students are given a series of sentences with words missing they fill the blanks with new vocabulary items.

d. Memorization

Students are given lists of target language vocabulary words and their native language equivalents and are asked to memorize them.

e. Use words in sentences

In order to show that students understand the meaning and use of a new vocabulary item, they make up sentences in which they use the new words.

f. Composition

The teacher gives the students a topic to write about in the target language. The topic is based upon some aspect of the reading passage of the lesson. Sometimes instead of creating a composition students are asked to prepare a précis of the reading passage. In the other hand, Marianne Muria and Olshtain (2000:49) stated that beginning-level learners will probably not learn all their basic vocabulary through discourse-oriented activities.

C. Deafness

1. Definition

Deafness means an impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's education performance. Effendi (2008:57) defines the deafness as the dysfunction of ear caused by damage in one or more inner ear, middle ear and outer ear because of illness, accident or another reason.

- a. Mild deafness, some difficulty following speech, mainly in noisy situations.
- b. Moderate deafness, difficulty following speech without a hearing.
- c. Severe deafness, use hearing aid and rely heavily on the lips reading might be use sign language.
- d. Profoundly deaf, usually born deaf or become deaf early on in life.

Lip read and may use sign language. Hearing aids are of little or no use languages are primarily learned through hearing them. Hearing people learn to read a language that they can already speak, but deaf people do not have this advantage and deafness can sometimes lead to linguistic problems.

2. The Education for Deaf Students

Deaf people do not easily 'absorb' information in the same ways as their hearing peers, through television, radio, talking to friend etc. general knowledge may therefore appear limited which sometimes

affects the maturity and depth of written work. Over time, the average deaf student can show a gap in vocabulary growth, complex sentence comprehension and construction and in concept formation as compared to students with normal hearing.

Teaching English to deaf students is not easy. They confront more complicated obstacles in learning language than the hearing students. The major problems the deaf students deal with are that their language and speaking development are not well polished (Sa'idah,2009). It is so as they have limited exposure to sounds (Garare, 2000) and have limited chance to imitate sounds (Formanika, 2004) whereas language development depends greatly on practices.

Therefore, it is essential that the teacher create a positive atmosphere in classroom to endorse the students' motivation to learn. There are several models to teach English to deaf students and one common model to be employed is Total Communication. Total Communication (TC) is a model of communication which uses whole available communication media that allow people to deliver their ideas and thoughts to the deaf (Rusyani, 2010). TC was first implemented to teach deaf students in the early 1960s (Stewart in Musselman, 2000).

In the English teaching learning, total communication is very important in order to make students easier understand the material. During teaching foreign language to deaf students, there should be emphasized the visual approach because visual communication carries

100% of communicative information for the deaf. All communication systems (sign language, finger spelling, lip-reading, written foreign language, written language of their country, pictures etc.) should be included in the teaching process. In the classroom of foreign language there are three languages present namely foreign language, sign language, spoken language of their country.



Figure 2.1. Finger spelling

Total communication make students know English vocabularies and also understand their meaning into their native language. It is not necessary to teach all for skills – reading, writing, speaking and listening. Teachers should do research in their classes and ask students whether they want to learn speaking and listening mainly represented by lip-reading. Teacher should be also aware of the difference between the degrees of hearing loss.

Visual media gives significant understanding for deaf children in English teaching learning process. Make a match teaching model that uses real visual aids, picture card or word card can increase the student conversation skill, also make students more active, more fun and improving students learning result

Another method used to teach English to deaf students was introduced by Goldberg and Boardman in 1944 at Gallaudet University. The method is Oral-Aural (Audio-Lingual). This method involving drill and practice (mimicry and memorization) exercise commonly used in English as Second Language (ESL) instructions were adapted to teach grammatical structure to deaf students. It is done through print, especially constructions which deaf students usually find particularly troublesome.

Based on Sapon-Shevin s quoted by subagya (2006:3) there are profile of education in inclusive school, namely :

- a. Inclusive education means create and keep the community of class, accept and appropriate the difference.
- b. Teaching in heterogic class needs change of curriculum implementation essentially. The class from changes from competitive to collaborative and cooperative.
- c. Inclusive education means prepare and support the teacher to teach interactively.

- d. Inclusive education means giving support to teacher and class constantly and removing the obstacle related with profession isolation, the important of inclusive education is the form of teaching in team, collaborative, and consultative.
- e. Inclusive education means education that involves the parents of students.

D. Types of deafness

1. Conductive deafness

Conductive deafness means that sound cannot pass efficiently through the outer and middle ear to the cochlea and auditory nerve. One cause of conductive deafness happens when a child is born without an outer ear. The most common type of conductive deafness in children is a temporary condition called glue ear (or otitis media) a build-up of fluid in the middle ear. It affects about one in five preschool children at any time. For most children, glue ear clears up by itself and does not need treatment. For some children with long-term or severe glue ear, hearing aids may be provided, or the child may be offered surgery to insert grommets into the eardrums.

Grommets are tiny plastic tubes that allow air to circulate in the middle ear and help to prevent fluid from building up for more information about glue ear see the NDCS leaflet *Glue ear* : a guide for parents and sheet Treatments for glue ear.

2. Sensory-neural (or nerve) deafness

Sensory-neural (or nerve) deafness means there is a fault in the inner ear (usually because the hair cells in the cochlea are not working properly) or auditory (hearing) nerve. Sensor neural deafness is permanent. There are many reasons why a child can have sensory-neural deafness at birth or develop it early in life. These include genetic factors, complications at birth, premature birth, infections caught during pregnancy and childhood illnesses, such as measles, mumps or meningitis. It is not always possible to identify the reason you will be offered tests that can help find the reason for your child's deafness for more information on the medical tests used to help identify the cause of permanent deafness see the NDCS resources *Understanding your child's hearing tests and Genetic counseling*.

3. Mixed deafness

Children who have sensory-neural deafness can also have conductive deafness, such as glue ear. This is called mixed deafness.

4. Levels of deafness

The level of your child's deafness can be described in two ways: as a decibel (dB) hearing level, or as mild, moderate, severe or profound deafness. Understanding these ways of describing your child's deafness can help you to explain it to others. If your child's deafness is described to you as a percentage, for example, 60% information about deafness and hearing loss 14 deaf, you should ask for more

information as this is not normally a useful way to describe deafness.

the table below shows the terms used to describe levels of deafness and the decibel levels that they refer to.

5. Level of deafness hearing level in dB (loudness) frequency is measured in hertz (Hz) or decibel (Db).
 - a. Mild 20 – 40 Db
 - b. Moderate 41 – 70 Db
 - c. Severe 70 – 95 Db
 - d. Profound 95+ Db
6. Frequency and hearing levels

All sounds are made up of different frequencies. The frequency of a sound affects the pitch that it is heard at – the high notes on the right side of a piano keyboard are examples of high-frequency sounds. It is possible to be deaf at the same level across all frequency is measured in hertz (Hz).

When hearing test results are plotted on an audiogram, the low frequencies on the left to the high frequencies on the right are marked along at higher frequencies they may be described as having high-frequency deafness. If they have difficulty hearing sounds at low frequencies they may be described as having low frequency deafness (Action Deafness Books Supplies books and other resources on deafness and deaf issues/2013.www.actiondeafnessbooks.co.uk)

E. Teaching Learning for Deaf Children

Vocabulary is the total number of the words (with their meaning and with rules for combining them) making up the language (Hornby, 1995:985). Crystal (2003: 2), the vocabulary of a person is defined either as the set of all words that are understood by that person or the set of all words likely to be used by that person when constructing new sentence.

In teaching vocabulary there is media needed. Gerlach and Ely (2010:231) states that media is any person, material or event that establishes conditions which learners or students to acquire knowledge, skill and attitude. Gerlach and Elly(2010:231) classify several medias of teaching in six general categories. They are: 1) Still picture. Still picture consist of photographs of any object or even which may be larger or smaller than the object or even it represent; 2) Audio recording. Recordings are made are magnetic tape, disc, and motion picture sound track. These are reproductions of actual events or sound track; 3) Motion picture. A motion picture is a moving image in color or black and white produced from live action or from graphic representations; 4) Television. This category includes all types of audio video electronic distribution system that eventually appear on television monitor; 5) Real things, Simulation, and Models .This category includes people, events, objects and demonstrations. Real thing, as contrasted with other media, are not substitutes for the actual object or event. They are in fact, life itself, often in its natural setting. Simulation is the replication of real situations, which

has been designed to, be as near the actual event or process as possible. Many media, including the computers, tape recordings, and motion picture can be used for simulation. A model is replica or representation of reality. It is often in scale and may be miniature, exact size or an enlargement; 6) Programmed and Computers-assisted Instruction Programs are sequences of information (verbal, visual, audio) which are designed to elicit predetermined responses. The most common examples are programmed textbooks or instructional programs prepared for computer.

According to Enrica (2012:267) children with deafness or hard of hearing will get problems in the process above and another development. Basically, deaf children may face big problems in personal social and academics field. But it does not mean that they cannot be taught anymore. Deaf children can learn as hearing children.

Brown (1999) vocabulary items are seen in their central role in contextualized, meaningful language. Learners are guided in specific ways to internalize these important components in language. Thus, in teaching vocabulary, a teacher should consider some techniques as follows :

1. Selection of words should be based on usefulness of the students.
2. If there is no special purpose, introduce variety of areas, types and styles.
3. The new words should be introduced in contexts.
4. The teaching vocabulary can be integrated to the teaching of reading

According to Harmer there are 3 techniques about teaching vocabulary that are:

1. Vocabulary Networks

It is generally accepted that vocabulary is best learned and taught in group of related words. Such groups are sometimes referred to as 'lexical sets' or 'word families. Vocabulary networks is also named word map. This technique is used to make the learners trying to remember some of the many words they know. The procedures and the activities are as follow:

- a. Give out copies of the following diagram. If you do not have access to a photocopies, draw it on the board and get each child to copy it onto paper.
- b. Write the topic in the middle circle in English, and then ask each child to put a word in their own language (related to the topic) on the bottom line of each of the outer circles.
- c. Then, either in groups, or letting the children ask freely around the class, get them to try and fill in the English translations on the top lines of the outer circles. As they run out of ideas let them turn to dictionaries, and if all else fails allow them to ask you.
- d. Finally, ask them to draw a picture of the word in each circle. Further, Nation named vocabulary networks as a semantic mapping. Here, the teacher encourages learners to produce vocabulary that can be put into the map and encourages repetition to

help them establish vocabulary. It also helps them to explore the meaning of the relevant vocabulary.

2. Guess the Words

This activity only introduces some new words. The children should be given a chance to use them in context. For example they read a text that is mostly in their first language but share some English words mixed into it. They use the context to guess the meaning of the English words. For example:

- a. Write the title of the text on the board and get the children to look at the picture. Ask them what they think the text is about and to suggest some words, both in English and their first language, that they think will be in the text.
- b. Tell them the text is in their own language but that you have hidden some English words in it. Give out the copies and ask them if they can tell you the English words.
- c. They read the text again, and in pairs try and work out what the English words mean. You can make this easier by giving them all the translations in a box and asking them to pick out the most suitable one.

3. Guessing Picture

Pictures are clearly indispensable for the language teacher since they can be used in so many ways. The pictures here mean blackboard drawings, wall pictures and cards, flashcards and any other non

technical visual representation. Pictures can be used to explain the meaning of vocabulary items: the teacher might draw pens, rulers and balls on the blackboard. Or have magazine pictures of cars, bicycles, and trains stuck onto cardboard. The teacher might bring in a wall picture showing three people a room which could be used for introducing the meaning of the sentence. A picture can also be used to create a situation or context. Besides, the use of pictures or objects as prompts for vocabulary teaching can be enhanced if some basic principles of memory are taken into account.³⁴

Some principles must be aware by teacher in teaching deaf children and other disabled children. Efendi (2008:26) has mentioned the principles as follow:

1. Love principle. This principle is basically receiving the deaf children with their condition and let them life as normal children.
2. Individual service principle. One difabel child may be has different uniqueness from another one. So that, they need a different service based on their need.
3. Readiness principle. Difabel children need readiness in receiving the lesson. Their weakness affect on their understanding ability.
4. Modeling principle. The using of appropriate model and media will make difabel children easier to understand.
5. Motivation principle. This principle emphasizes on the way teacher delivers and evaluates the lesson based on the children condition.

6. Study and work group. This principle teaches difabel children how to socialize in their society.
7. Skill principle. Skill education has selective, educative, recreate and therapeutic function. It also as the preparation for the future life.
8. Behavioral growing and perfection principle. Physically and physically difable children behaviors are not good, so that it needs to be trained in order not to be the others attention.

Educating deaf children is not easy because the deafness blocks the children spoken language development. It drives a question whether spoken language contribute to the cognitive children development. The effects of deafness on cognitive development are therefore, quite diverse and complex due to the multitudinous ways in which families, societies and cultures react to and interact with deaf children and hence do not spontaneously learn to talk and comprehend speech, Rachel I. Mayberry (2002:71).

Considering this fact, the teacher will have the primary difficulty that is communication. Teacher of deaf children will face the challenge in communicating with the pupils and teaching them to communicate with others, To help deaf children joining the learning process, hearing aids can be used. Hearing aids is a system to exceed sound volume so that it reaches to the ear.

F. The Previous Study

The study of vocabulary has been conducted by *Hesti Prasetyaningsih* a student of Muhammadiyah University of Surakarta (2010) who conducted *A Descriptive Study on the Method of Teaching English Vocabulary For Children With Hearing Impairment* In SLB-B Ngadirejo Wonogiri In 2008/2009 Academic Year. The study shows that the teaching process of English vocabulary in SLB-B Ngadirejo Wonogiri converting curriculum, and media. The curriculum is simple. It introduces the English to the hearing impairment learners. The media are concrete objects and picture known by the learners.

The similarity of both studies is to Descriptive Teaching English Vocabulary for Children with Hearing Impairment. The research methodology of both studies also use descriptive qualitative. In analyzing the qualitative data, the researcher use qualitative technique of analysis. The differences of this study with the previous research is in the object of the study. In this researcher the object study is method of teaching.

Another research as a reference is the research entitled *The Use Of Total Communication To Teach English Vocabulary To Deaf Students Of Eleventh Grade In Smalb Negeri Blitar* By Aditya Febrihana Wahyuningtyas, English Education, Languages and Arts Faculty, The State University of Surabaya. English is one of compulsory subjects taught to Indonesian students, including the deaf students. Total Communication (TC) is a model communication which uses all available communication

media and it was used by the English teacher of SMALB Negeri Blitar to teach English to deaf students. The objectives of this study are (1) to describe how the teacher implements TC to teach English to deaf students of eleventh grade in SMALB Negeri Blitar, (2) to interpret the students' response toward the implementation of TC, and (3) to provide an explanation about students' vocabulary mastery. This study is a mixed method research with parallel design in which qualitative and quantitative data were analyzed separately; the result of the analysis were reported in two distinguished parts within the same report. The research subjects are the English teacher and the deaf students of eleventh grade in SMALB Negeri Blitar. The research instruments used are field note, interview guidelines, the question list for questionnaire, and students' test. Based on the results, it can be concluded that the teacher implemented TC properly; the teacher uses Indonesian Sign Language and finger-spelling; the teacher fosters the students to use speech-reading ability. The results show that the students felt helpful by the use of TC. It can be also concluded that the classroom's mean score which is 75 meets the minimum standard; while for the individual mean score, there is only one student who fulfilled the standard by obtaining 100 and there are three students who could not meet the standard since they only scored 66.67.

The similarity of both studies is focused on teaching English vocabulary for children with Hearing Impairment. However the designing of the research are different. The research used Classroom Action

Research. While in this research the research used descriptive qualitative. In analyzing the qualitative data, the researcher use qualitative technique of analysis.

The other reference is A Descriptive Study of Teaching Vocabulary through Pictures to SLB Students By Dana Christianti, Entis Sutisna, Yanti Suryanti . Vocabulary is an important part for the language learners who study English. Teaching vocabulary to the hearing impairment students is not the same as teaching normal children. Teacher has to be more creative in planning and choosing interesting materials. The aim of this study is to know the procces of teaching vocabulary through pictures for the hearing impairment students in *SMPLB-B* (Junior High School of Deaf Students) Dharma Wanita Bogor. In conducting the research, the writer applies descriptive method. The data are collected through non-test instrument such as observation, interview, questionnaire and documentation. The result of the research shows that the teacher uses preparation, presentation, practice, production and closing. *Firstly*, in the preparation step, the teacher prepares the materials and pictures. *Secondly*, in the presentations, the teacher does some steps: greeting, informing the topic lesson, brain storming and presenting the materials. *Thirdly*, for practicing the materials the teacher uses choral repetition and individual repetition. *Next*, writing and drawing on the white board, showing the pictures and note taking. *The last* step is closing by giving homework. The

writer concludes, teaching vocabulary to the students of hearing impairment by using picture helps them to learn vocabulary easily.

The similarity of both studies is focused on teaching English vocabulary for children with Hearing Impairment and the designing of the research are both used Classroom Action Research. While in this research the research used descriptive qualitative.

CHAPTER III

METHODOLOGY OF THE RESEARCH

The researcher took a certain procedures and would like to explain in five parts, they are: the research method, the place and the time, research subject and object, data source, technique of data collection and technique of analyzing data.

A. The Research Method

This research is a descriptive qualitative research. Qualitative research is described as phenomena in the form of words. This research belongs to qualitative because it is done for the purpose of understanding social phenomena and the descriptions are in the form of words. Qualitative method yield descriptive data which are appropriate with the characteristic of qualitative research. Melong (2005:6) states that the descriptive data are collected in the from word or picture instead of numbers. In qualitative method, researchers interact with people in natural setting because researchers try to get deeply involved in the world of people being studied. Researcher done all these activities by using observation and interview

B. Subject and Object of the Study

In this research, the subject of the study was the four students (Errie, Nurul, Mutia and Khoirul) of the eight and nine grades of SLB-B YPPS Donohudan in the academic year 2015/2016. The research was held on second semester. The object of this study was the process of teaching learning English Vocabulary for deaf children.

C. Setting

1. The Place of the Research.

SLB B-C YPPS Donohudan is located at Tegal Rt. 03/06 Donohudan, Ngemplak, Boyolali.

2. The Time of the Research.

The research was carried out at SLB B-C YPPS Donohudan from October to November 2016.

D. Data Source

The data in this research are information about the teaching learning English for deaf children. The information is the description of the teaching and learning proses of English vocabulary at SLB-B YPPS Donohudan and the result of interview with the teacher. The form of data was information in word deriving from observation and interview notes that was accumulated from the English teaching learning process at SLB-B YPPS Donohudan. These are three sources of the data.

9. Event : The teaching English vocabulary in natural setting.

Natural setting means the researcher did observation in the class during teaching and learning of English vocabulary happened at the eight grades of SLB-B YPPS Donohudan in the academic year 2015/2016.

10. Informant :

The English teacher who teaches English lessons in SLB-B, Donohudan Boyolali and the students. The teacher that was chosen was the English teacher in eight grade and nine grade. She is Mrs. Asih as English teacher and eight students of eight and nine grade.

The researcher found the strategy that used by Mrs. Asih as an English teacher by doing observation in the class during teaching and learning process.

11. Documents :

writing curriculum, material or other, which add and enrich the data in teaching English at SLB-B Donohudan, Boyolali.

E. Technique of Data Collection

the technique of collecting data is a way that is used by investigator to get data. In this research the researcher used observation, interview, and review of related documents. The following are the detail explanation of each technique according to Creswell :

1. Observation

Observation is based on direct experiences in order to researcher interact with people in setting directly. The researcher made a field note based on what she have seen; setting, manner and whatever in accordance with real situation. The researcher observed the teaching and learning activities in English subjects of eight grade and nine grade of SLB YPPSB-C Donohudan Boyolali. Observation helped the researcher to answer problem statement number one.

2. Interview

Interview is a research method in which an investigator asks another individual (teacher, student), questions were designed to obtain answer that is relevant to research problem. The researcher interviewed Mrs. Asih who taught English vocabulary teacher. Interview helped the researcher to answer problem statement number two. The interview question are as follow:

- a. How is the teaching and learning of English vocabulary to deaf children at SLB-B YPPS Donohudan?
- b. What problem are faced by student during the teaching and learning of English vocabulary to deaf children at SLB-B YPPS Donohudan?
- c. What are the method or strategies that are used to teach English vocabulary to deaf children at SLB-B YPPS Donohudan?

d. How are the students respon to the method or strategies that are used to teach English vocabulary to deaf children at SLB-B YPPS Donohudan?

3. Review of related documents

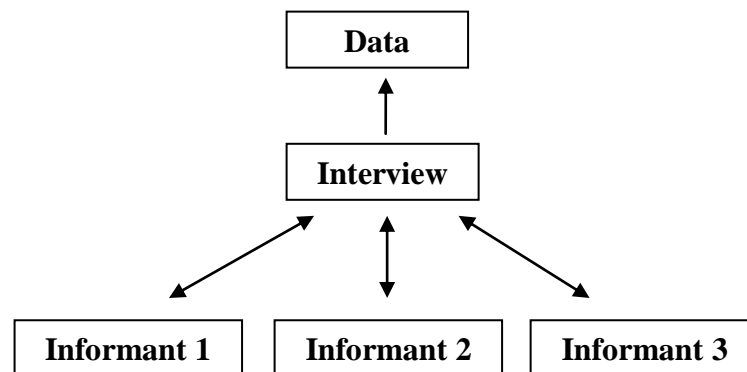
Documents are collected in order to get real situation such as social situation and many kinds of factors around research setting. It is used to support and complete in information which is obtained from observation and interview. In this research, the researcher got the documents from the school such syllabus and the lesson plan from the teacher. From those documents given by the teacher, the researcher can compare the document with the documentation. Then, it can be taken the conclusion of it. Review of related documents helped the researcher to answer problem statement number one and two.

F. Data Validation

In this research, researcher used data triangulation. Sutopo (2002:78) stated that data triangulation is the use of multiple data sources to help understanding a phenomenon. Data triangulation involves collecting data at different times, different place and with different people.

This research exploited different sources to get information. First, the researcher held observation from October to November 2016 at SLB B-C YPPS Donohudan. The researcher used informant and document to

support and complete the data. These methods are aimed to get data about description of teaching process of English Vocabulary.



Or :

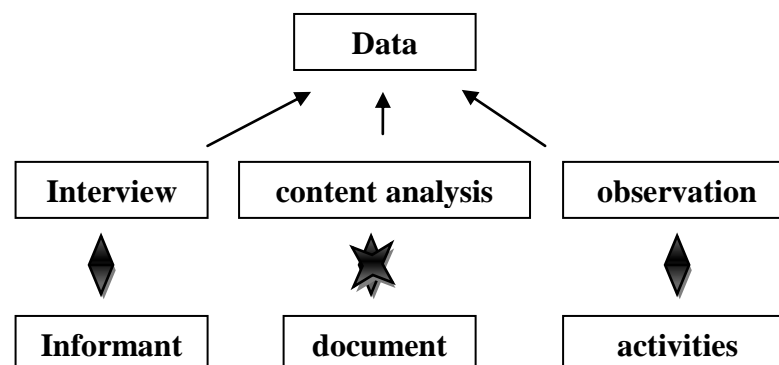


Figure 1: The diagram of the method triangulation

G. Technique of analyzing data

To analyze the data the researcher used an interactive modal of analysis that includes there main component, namely the reduction data, presentation data and conclusion and verification.

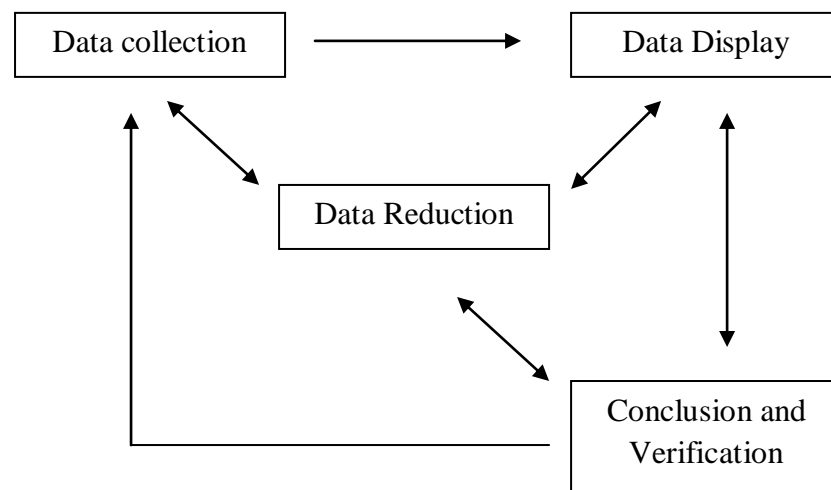


Figure 2: The diagram of interaction model analysis

G. Reducing the Data

In this process, the researcher must select, focus, simplify and abstract the data in the field note. The data reduction was done during the research activities. In this case, the researcher reduced the information during research activities if the data are unimportant or they are not support the data. In this research, the teaching learning process and interview is recorder. Then, the observation in the class obtained from general activities, then the important activities that lead to data relevant. As well as, interview obtained from general

information's, then the researcher chose the important information that lead to the data relevant. It means the researcher took the important data from raw data. The researcher took the vocabulary part in syllabus and lesson plan to be observed. Besides that, the researcher also took the vocabulary material of handbook to be observed.

In this research, the researcher takes the data which are in line with the problem statement. Such as the teaching technique, the syllabus and lesson plan of teaching, the materials of teaching vocabulary, the way to evaluate the students, and the problem in the teaching and learning in the class.

H. Presenting the Data

As the second component in analyzing the data, this technique is used in arranging information, description or narration to draw the conclusion. By presenting the data, the research considered what she should do in addition. In this research, the data display is the data which is organized based on each part. In presenting the data, the researcher took the summarize from the data filtered by making the main point of each part. So that, those data could be presented. The data was presented in the form description of each observation. The data was clasified according to problem statements of the research. They are the teaching and learning process of English vocabulary to deaf children at SLB-B YPPS Donohudan and the problems that

appears in teaching and learning English Vocabulary process at SLB-B YPPS Donohudan.

I. Drawing Conclusion

In this research, the conclusions are drawn continuously throughout the course of the research. The research tended to accumulate and formulate her interpretations as she has gone along. In drawing conclusion, the researcher makes formulation or accumulation of his interpretation and analysis throughout the whole of the study as long. In this case, the researcher writes not only what he has seen each day during observation but also his interpretation of his observation. The conclusion of the research must be understood by the reader in understanding the teaching and learning process of English vocabulary to deaf children at SLB-B YPPS Donohudan and the problems that appears in teaching and learning English Vocabulary process at SLB-B YPPS Donohudan.

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CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. The Research Finding

Based on the observation which had been done by the researcher during the teaching learning process, the researcher found some findings. The findings of researcher concern about the teaching learning vocabulary process in English class, and the problems faced by the teacher and students in the process of teaching learning English vocabulary. The researcher has done the observation and interviews in SLB BC YPPS Ngemplak on October 19 – November 20, 2016.

SLB BC YPPS Ngemplak is school for children with special need. Deaf children are majority on B level. Researcher conducted the research in 8th and nine 9th , there are 4 children were there. They are Errie Setyo Budi, Khoirul Anwar, Mutia Diyah Ayu S, and Nurul Syamsiyatun. The researcher focused to described deaf children, this is because these students are matched with the title taken by the researcher.

English lesson is taught by Mrs. Asih. The English lesson is usually on Monday, 10.00 a.m. and Friday, 08.00 am. As mentioned above by researcher, teaching and learning of the English vocabulary is divided into three steps, they are preparation, application and evaluation. During the preparation steps is like preparing for teaching English in general as preparation instructional goal, the materials, method, and media. But there were something very different that the material being taught. The teacher

used the materials that used in second elementary school in teaching English at 8th and 9th grade in Junior High School. The media used by the teacher during researcher conducted this research were white board and pictures. In application step is described in 2 dimension. They are the classroom interaction and the application of teaching learning component.

During the observations, it is can be taken a conclusion that the teacher had a similar process of teaching. The process can be differentiated into six steps. There are : 1) The teacher introduced the vocabulary by Indonesian language, 2) The teacher defined the vocabulary into English, 3) The teacher helped the students who have the problems in spelling and writing, 4) The teacher taught students how to spell and read vocabulary in English, 5) The teacher made simple sentence, 6) and making simple questions and answers.

The problems faced by the teacher and the students in process of teaching learning English class are : lack of the media used, difficulty to make students interested and pleased with lesson, and making the students understand takes a long time. Whereas the problems of the students are difficulty of English pronunciation.

In this chapter, the study finding is presented as the answer to the study problem. The data which have been obtained in field are reported based on three activities. There are the observation of the classroom, the interview with informant and analysis of the documents.

1. Teaching and Learning Process in the English Class

The teaching learning process is complex. Almost all the teacher activities are covered in this process. The teacher activities in teaching learning process included making teaching learning preparation, teaching learning process in the classroom (application) and making evaluation. The teaching learning process consists of three steps :

a. Preparation Step

This step included the teacher activities in preparing a lesson plan. In this step teacher prepares the material, the method and the media before going to the class.

1) Preparation of the Material

In the lesson plan, teacher also prepares the material. The teacher usually take the material from internet.

Informant :

“Dalam pembelajaran saya tidak menggunakan buku panduan tertentu, pembelajaran bahasa inggris disini masih sangat dasar, jadi biasanya saya mencari bahan mengajar dari internet”. (Interview with teacher on October, 24 2016)

Informant :

“Biasaya bu Asih sudah mempersiapkan materi sebelum pembelajaran dimulai, beliau biasanya menyiapkan gambar-gambar untuk membuat kami mudah mengerti”. (Interview with students on October , 24 2016).

2) Preparation Method

Before teaching, the teacher usually prepares the method that is appropriate with the material.

Informant :

“Untuk metode yang digunakan biasanya saya menggunakan metode oral, dimana saya mengulang kata – kata dengan gerak bibir yang jelas, supaya anak – anak bias membaca gerak bibir saya, kalau anak – anak masih belum paham biasanya saya baru menggunakan bahasa isyarat”. (Interview with teacher, on October, 24 2016).

Informant :

“Biasanya bu Asih mengulang ulang kata yang beliau ingin ajarkan, kadang suaranya agak keras, jadi sedikit sedikit saya bias mendengar, kalau saya tidak mengerti, bu Asih akan membantu dengan bahasa isyarat”. (Interview with students, on October, 24 2016).

Based on the interview above, the teacher prepares some teaching methods which will be used in the class. When the teacher prepares the lesson plan, the teacher also prepares the methods.

3) Preparation of the Media

Before teaching, the teacher usually prepares what kinds of media will be used in the classroom. She chooses the media which are appropriate with the type of material. Paiman (1992) in Suguharto (1994) states that instructional media can be used in teaching of English, because they can active and stimulate the students interest in studied

English, lesson verbalism, and made the acquisition of result of learning permanent.

Informant :

“Ya untuk medianya disesuaikan dengan materinya, contohnya kalau ingin membahas tentang buah buahan, saya mencari gambar buah buahan lalu saya cetak gambarnya begitu juga dengan tulisannya saya tulis dan saya cetak agar anak anak bias mencocokkan gambar dengan tulisan, kalau sedang belajar nama-nama hari ya saya membuat table nama nama hari ” (Interview with teacher, on October, 24 2016).

Informant :

“Biasanya bu Asih memperlihatkan gambar-gambar yang sudah beliau siapkan, seperti gambar buah, gambar alat alat disekitar kita atau tabel kata yang akan kami pelajari”. (Interview with student, on October, 24 2016)

Based on the interview above, the teacher prepares some media which she want to use in the class. When the teacher prepares the lesson plan, the teacher also think about media that are easy to be found.

b. Application Step

The application of teaching learning process of English class was observed in two dimensions; the classroom interaction and the application of teaching learning component.

1) The Classroom Interaction

Teacher usually started the lesson with greeting with Indonesian language. Dialogue between students is desirable to make good situations and to find out how to prepare the

students to begin the lesson. Dialogue that is often used as: the material yesterday, if any homework, it will be discussed and some question are determined whether they still remember the material latest or not.

The teacher taught the students in understanding English vocabulary about color by six steps above. The researcher would explained those six steps of teaching English vocabulary to VIII and IX class in SLB BC YPPS Ngemplak, the six steps are explained as follow:

- (a) The teacher introduction the vocabulary in Indonesian language.

Introduction new vocabulary to students, teacher asked students individually to mentioned the kind of color in Indonesian language. It was done to know the students ability in understanding a kind of fruits. The teacher introduced about color which should be though in the Indonesian language explanation. This introduction is intended that students can build same perception of the vocabulary that they will learn. If they understand in kinds of color, they can made simple sentences in color topic. After the teacher introduced the vocabulary in Indonesian, she would asked the students about students favorite fruits.

It was done to see that they can memorize vocabulary about the fruits.

Guru : *“ini warna apa anak-anak ?”*

Murid : *“biru”*.

Guru : *“iya benar, Kalau nurul apa warna kesukaannya ?”*

Murid : *“Merah”*.

Guru : *“wah merah itu warna yang bagus, Nah hari ini kita akan belajar tentang warna”*.

If the students were able to answer the question correctly, then the teacher thought they have understood the vocabulary in the Indonesian language. If the students cannot answer, she thought the students did not understand and the teacher would continue to ask the students who did not understand it until they could answer the questions correctly.

(b) The teacher defined the vocabulary into the English

After the students have memorized the kinds of color in Indonesian language, the teacher wrote the names of colors on whiteboard with English meaning and the teacher also gave the student some pictures. In addition, the teacher explained the lesson always used the Indonesian

language. It was done by teacher because the student's lack of language skills.

Table 4.1 the vocabulary material

COLOR	
Blue	Biru
Red	Merah
Yellow	Kuning
Green	Hijau
Black	Hitam
Brown	Coklat
Purple	Ungu
White	Putih
Pink	Merah muda
Gray	Abu –abu

(c) The teacher help students who have problems

After teacher wrote the kinds of color then teacher helped student to write. The teacher always does this after writing the material on whiteboard. Teacher gave two blank lines below her writing so that they can rewrite below her writing. The teacher always guided them when they rewrite her writing because they were often asked about the letter they would write and they also still spell the letters then asked the teacher to get the justification. Although only rewrite the teacher's writing.

It take a lot of time because only the teacher who must help students who have weakness in reading and writing.

(d) The teacher thought students how to pronounce vocabulary in English.

After the students finished writing the subject matter, the teacher leads the students to follow her to pronounce the kind of color in English. It was done repeat by teacher. Then she asked the students to pronounce it one by one. Even it was done repeat, one meeting was not enough to make them be able to read and write kind of color correctly and did not make them to memorize the names of the kind of color in a short time.

(e) Teacher made a simple sentences

After writing and pronouncing the kind of color in English, the teacher then adds material vocabulary. Teacher taught students to make a simple sentence.

Table 4.2 Making simple sentences

- | |
|---|
| <ol style="list-style-type: none">1. The color of apple is red2. The color of milk is white3. The bird is blue4. My favorite color is pink5. The frog is green6. I see a yellow moon |
|---|

The teacher explained the material orally. Teacher was wearing pictures to helping hand to delivered the material and than the teacher gave some questions sheet to students.

In the work on question sheet, the teacher helped the students one by one to understand the question. The teacher helped the weakness students to do work the questions then switched to another student. The students who already understood the questions, the teacher only went over to check their works. In order to make the students understand the vocabulary in kind of color. Teacher gave homework for them. This homework was exercise to students in making a simple sentence about colors. The teacher was not always gave a homework to students because not all students complete the homework. The most effective learning is in the school.

Teacher always repeated the material that was taught in the beginning of each meeting before she gives the following material. She would always ask her students one by one about colors in English. It is intended that students always remember what teacher has taught a previous meeting.

(f) Teacher made simple question and answer

After making a simple question, then she taught her students to answer the question.

Table 4.3

Write the colors in English	
Biru	: blue
Merah	: red
Kuning	: yellow
Hijau	: Green
Pink	: Merah muda
Hitam	: Black
Putih	: White

Teaching and learning activities always be the same in every meeting. Teacher wrote the material on white board then the teacher explained orally.

Based on the interview and the observation which have been done by the writer on the teaching learning process in the class, the teachers ask any question about material. Those chances motivated the students to be active in the class.

Informant :

“Saya biasanya selalu bertanya apakah masih ada kesulitan atau tidak, saya juga biasanya bertanya tentang materi yang telah saya sampaikan, untuk memastikan mereka tidak lupa dengan materi yang telah diberikan dan membantu mereka menjadi lebih aktif”. (Interview with teacher, on October, 24 2016)

Informant :

“Iya setiap selesai diberi materi, saya diberi pertanyaan tentang materi tersebut ”. (Interview with student, on October, 24 2016).

Based on the interview above, the teacher and the students have a good interaction. The students were active to communicate with the teacher although in communicating their idea, the students still use a mixture of Indonesian and English. Their active interaction is good process and the teacher could get many inspirations from them. Then, based on the observations, the students are active and communicative. Those could be seen by the fact that the students often ask question if they get any difficulties.

2) The application of the teaching learning component

a) Statement of the goals.

Before teaching, the teacher usually lets the students show about the instructional that should be achieved. The teacher states the goals before they gave the new topic.

Informant :

“Sebelum pelajaran diulai saya menyampaikan kepada siswa apa tujuan belajar kita hari ini”. (Interview with teacher, on October, 24 2016).

Informant :

“Setelah salam biasanya bu Asih menyampaikan materi apa yang akan diajarkan hari ini”. (Interview with student, on October, 24 2016).

By knowing the goals of the instructional material, the students could focus on what should be done to achieve the goals.

b) Presentation of the material

Based on the observation and interview which have been done by the researcher, the teacher still often used Indonesian to help the students comprehend the material if they have not understood their teacher's explanation English.

Informant :

“Dalam menyampaikan materi saya menggunakan bahasa Indonesia, karena kadang jika saya menggunakan bahasa Inggris anak akan sangat sulit menangkap materi yang diberikan, apalagi anak-anak baru belajar tentang kosa kata dalam bahasa Inggris”. (Interview with teacher, on October, 24 2016)

Informant :

“Ibu Asih menyampaikan materi menggunakan bahasa Indonesia, karena kami akan kesulitan menangkap materi apabila bu Asih menggunakan bahasa Inggris, karena kami juga belajar dengan memperhatikan gerak bibir”. (Interview with student, on October, 24 2016)

Based on the interview above, in presented the material the teacher has not use English totally. She still used Indonesia in interaction with the students.

c) The use of method

In the teaching learning process of English vocabulary, the teacher used various instructional methods which were appropriate with material. The teacher used various methods in order that the students do not feel bored with the teaching learning process activities. She tried to

made the students enjoy in the teaching learning process.

And from the interesting teaching learning process, the students can be motivated to learn better.

Informant :

“ya mengalir saja mbak, menyesuaikan kondisi siswa dan materinya, karena kemampuan setiap siswa berbeda-beda. Ada yang sudah bisa tapi kadang suka malas menulis, malas mengikuti pelajaran. Ada juga yang rajin kalau dijelaskan mudah mengerti mudah dalam menangkap materi. Mengikuti keadaan siswa mbak.”(Interview with teacher, on October, 24 2016).

Informant :

“Biasanya bu Asih mengajar dengan cara yang berbeda-beda, supaya kita tidak bosan dan tidak malas belajar, kadang bawa poster kadang kita diajak buat kartu yang ada gambar-gambarnya, trus nanti kita dikasih tau itu gambar apa bahasa inggrisnya apa”. (Interview with student, on October, 24 2016).

Based on the interview above, the teacher tried not to be monotonous in sing instructional methods. The use of appropriate methods could help the students understood the topic easily. Based on the interview and the observation which have been done by the researcher, some methods which are usually used by the teacher are presentation, question and answer and discussion methods.

d) The using media

In teaching learning process of English vocabulary, there are many instructional media. The teacher used the media which are appropriate write the type of the materials

Informant :

“papan tulis yang utama, gambar dan kadang saya juga menggunakan benda-benda disekitar kelas. Tapi media yang paling efektif yaitu buku, jadi saya sering menuliskan materi dibuku mereka masing-masing. Saya mencari gambar-gambar diinternet, saya print lalu saya bagikan kepada anak-anak”. (Interview with teacher, on October, 24 2016).

Informant :

“Dalam belajar bahasa inggris, bu Asih sudah menyiapkan semua media secara optimal supaya kami bisa memahami materi yang disampaikan” (Interview with student, on October, 24 2016).

Based on the interviews above, almost in ever teaching learning activity, the teacher uses the media. The media is appropriate with the material. The teacher tries the media optimally because the use of media will help the students understand the material easily but something the media are limited

c. The evaluation step

Based on the observations which have been done by the researcher, the teacher usually gave some exercises. The teacher were written test .

The teacher needed four meeting to delivered her English vocabulary material. This written test divided into two parts, they were written test 1 and written test 2. The written test 1 held in third meeting and written tests 2 held in fourth meeting. In the written test 1, teacher gave students a text. The students were commanded by the teacher to understand and answer the question.

Table 4.4 making simple question and answer

<p style="text-align: center;">My Favorite Color</p> <p>My favorite color is pink. I love pink, pink is a pretty color. Pink make me happy.</p> <ol style="list-style-type: none">1. What's your favorite colors ?2. Why you like that color ?

The written test 2, the teacher made questions sheet by her. The questions were divided into two chapters. First chapter was multiple choices which were consisted of 10 questions and the second chapter was an essay which was consisted of 5 question.

Every student got a questions sheet from teacher, then the teacher helped the students to understand the questions one by one. When the students were done the questions. They gathered the questions to the teacher. The teacher would correct by herself and made it as an evaluation tool.

2. The problem faced by the teacher and the students at SLB BC YPPS Ngemplak in the process of teaching learning English vocabulary class

Based on the result of the observations and interviews. There were many factors that make problem in teaching learning English. The researcher divides it into two:

a. Problem of the teacher

The problem that was faced by the teacher was problem of English language especially about the use of technical terms of a certain discipline, the use of vocabulary, pronounce and translation. Sometimes, teacher has difficulties when she teach new topic by using new vocabulary because the vocabulary's students is limited.

- 1) Difficulty to make students interested and pleased with the lesson.

Students felt that learning English is a subject that is very difficult and hard. In other hand the delivered of material used whiteboard and pictures. English makes them felt dizzier were differences to read, write the English language, and remember the meaning, because English language is a new material that they received in junior high school.

- 2) Make the students understand

The students have difficulties on three things: in writing, pronunciation and meaning of the word, because by the presence of several students who still experience difficulties in

understanding the color. But the discretion of the teachers have to repeat the previous material. Teacher expects when adding the new material, the students do not forgot the previous material. Make the students understood, become main problems for teacher. In addition, to the teacher has to be patient also need to be tough to teach by heart.

b. Problems of the students

As the student who are learned as English, the students sometimes get problem dealing used language. Foreign language especially in English, that reading writing and meaning are different ways. This course makes students difficulties in the case of vocabulary. Then they were confused.

Informant :

“Kadang ada PR, kita disuruh menyocokkan gambar dengan tulisan, tapi kadang kita suka bingung sama artinya kita juga bingung karena kadang ada beberapa kata yang pengucapannya hampir sama”. (Interview with student, on October, 31 2016)

B. The Discussion

In the study finding, the researcher has discussed some theories concerning the teaching learning process in English vocabulary at SLB BC YPPS Ngemplak, which has been observed and studied in many dimensions. The theories are discussed as the result of data analysis. In order to justify the study finding, the researcher tried to discussed the

references to theories related to the teaching learning process in English class.

1. The teaching learning process of English Vocabulary in SLB BC YPPS Ngemplak.

According to Denis Enrica (2012:267) children with deafness or hard of hearing will get problems in the process above and another development. Basically, deaf children may face big problems in personal social and academics field. But it does not mean that they cannot be taught anymore. Because of this student's ability, the lesson in the school is equivalent to elementary school and choosing the material depends on the teacher. The material is focused on vocabulary. In this research the material is about noun.

Noun is a part of speech that identifies a person, place, thing or idea, and parts of speech simply refer to types of words (Thornbury, 2005). There various kinds of nouns. They are common noun and proper noun, abstract and concrete noun countable and uncountable noun, and collective noun (Seargeant, 2007). They are : 1) A common noun is a general name for a person, place, thing, or idea.; 2) A proper noun is the name of a particular person, place, thing, or idea. For example, *settler* is a common noun; *John Alden* is a proper noun. Only proper nouns need to be capitalized; 3) A concrete noun names a thing that can be seen, heard, smelled, tasted, or touched; 4) An abstract noun names an idea, feeling, quality, or characteristic. Examples of

concrete nouns are *cabin* and *log*; examples of abstract nouns are *danger* and *bravery*; 5) A collective noun is a word that names a group of people or things, such as *crew*; 6) Countable nouns are those that refer to something that can be counted. For example: cat/cats, woman/women; 7) Uncountable nouns are a smaller number of nouns do not typically refer to things that can be counted and so they do not regularly have plural form. For example ; rain, flour, earth, wine.

From the research findings the researcher found that the teaching learning process in SLB BC YPPS usually consists of three steps, as follows: the preparation, application, and evaluation. The first step is preparation. It usually included the preparation of the lesson plan. They make a preparation before teaching such as preparing a lesson plan. In the lesson plan, they were state the material, media, and the method. The second step is application. There were two dimensions in this step; the classroom interaction and application of teaching learning component. In this steps, the teachers apply all of teaching components which have been prepares before. From the observations which have been done, the teacher review before they go to the new topic. She goes to the new topic by stating the goals to the students. In the presented the materials, the teacher use two language. The teacher used various teaching methods which activated the students. The teacher used presentation, question and answer and discussion. Then, the

teachers used various instructional methods which are appropriate with the topic.

The last step is evaluation. The evaluation is writing test. Those questions were used by teacher as an evaluation. This written test divided into two parts, they were written test 1 and written test 2. The written tests 1 held in third meeting and written test 2 held in fourth meeting.

There are six steps of teaching English vocabulary that the resercher summarize based on the research findings. They are: 1) The teacher introduction the vocabulary in Indonesian language; 2) The teacher defined the vocabulary into the English; 3) The teacher help students who have problems; 4) The teacher thought students how to pronounce vocabulary in English; 5) Teacher made a simple sentences. 6) Teacher made simple question and answer.

Beside that the teacher used pictures as a media in teaching English vocabulary. The use of picture according to the teacher to help the students understanding. Wartini (2012) stated interesting pictures can direct the children with hearing impairment to concentrate on the content, so to obtain or remember the content of the lessons is grow. It means that the children with hearing impairment can understand and remember the information contained in the image. There are the benefits of the pictures to children with hearing impairment in learning vocabulary: 1) Pictures can clarify the presentation of messages and

information that can facilitate and improve the process of learning. 2) Pictures can enhance the children attention so that it can lead to the process of learning; 3) Pictures can overcome the limitations of the senses, space and time; 4) Pictures can provide a similar experience to the students with active learning in class.

Based on the research findings the researcher also found that the teaching and learning of English vocabulary in used Total Communication (TC). Total Communication (TC) is a model of communication which uses whole available communication media that allow people to deliver their ideas and thoughts to the deaf (Rusyani, 2010). TC was first implemented to teach deaf students in the early 1960s (Stewart in Musselman, 2000).

In the English teaching learning, total communication is very important in order to make students easier understand the material. During teaching foreign language to deaf students, there should be emphasized the visual approach because visual communication carries 100% of communicative information for the deaf. All communication systems (sign language, finger spelling, lip-reading, written foreign language, written language of their country, pictures etc.) should be included in the teaching process. In the classroom of foreign language there are three languages present namely foreign language, sign language, spoken language of their country. In the SLB BC YPPS Ngemplak all communication systems (sign language, finger spelling,

lip-reading, written foreign language, written language of their country, pictures etc.) were included in the teaching process.

According to Berent & Clymer (2003) to effectively meet the communication needs of a deaf student in the context of higher education settings, the following should be considered: Personal Delivery, Lipreading requires great concentration. Three quarters of it is guesswork and, for this reason, clear speech and contextual clues are vital for understanding. Speech: Speak clearly and at a reasonable pace. Try to keep the rhythm of your speech as natural as possible. If in doubt ask the deaf student if the pace is right.

Visibility: To be able to lipread the deaf student needs to be able to see your face. When speaking make sure that your mouth is not covered in any way and ensure that you face the person to whom you are speaking. Try to keep beards and moustaches trimmed; do not cover your mouth with pens, cigarettes, coffee cups or hands while speaking. Try not to nod your head too much or speak while writing on the board or walking around the room as this creates nearly impossible lipreading conditions. Ensure that the light is on your face and never from behind you as this will leave your face as a Face: Try to maintain eye contact when talking to a deaf student one to one. Try to use expression in your face as well as gesture as this helps to convey the sense of your words to a lip reader. Make use of natural gesture and facial expression as a clue to meaning. Speak clearly; but avoid

speaking artificially slowly, exaggerating your lips, or shouting as this affects the natural rhythm of speech. Check comprehension; encourage and direct questions.

Position: The deaf person should be seated to best advantage. She or he will know where best to sit. This will usually be a seat near the front, slightly to one side of the speaker (the optimum distance for lip-reading is about 6 feet). Allow the student to position themselves so that he/she can lip-read you easily and see the projector or board and as much of the class as possible if there is to be a group discussion.

Distractions: Try to keep light reflecting or bright jewellery to a minimum, and wear plain clothes. Bright clothes, especially checks, stripes or dots can make concentration difficult. Gaining Attention: Be aware that you will need to attract the deaf person's attention before you start speaking.; firstly try to get into their line of sight, and if that is not effective consider touching the person gently on the arm, bearing in mind it may startle them. It may be useful to agree a "signal" with the student for when you are about to start. This could be a wave of your hand at the student, flashing the lights on and off or, if necessary, asking the person's neighbour to tap a shoulder or arm to alert him or her. Equipment: Deaf or hearing impaired students in your lectures and supervisions may be using one of the following amplification devices: Hearing aids. Radio frequency system or ,Cochlear implant.

Many lecture theatres have been fitted with an induction loop which enables people using hearing aids to have direct input from the lecturer's microphone, thus eliminating background noise.

As stated in the finding. There are some supportive factors in the process of the teaching learning English vocabulary. It get many support from many people. The first was from the school. The school provides some facilities. The second is from the parent. They gave moral support to their children. They help their children in their problem at the class. The third is from the teacher. The teacher has a best motivation in getting appropriate material. The teachers always gave spirits for the students.

2. Problem faced by SLB BC YPPS Ngemplak in teaching learning process in English class.

Based on research findings there were many factors that make problem in teaching learning English. The researcher divides it into two Problems of the teacher and problem from the students.

The problem that was faced by the teacher was problem of English language especially about the use of technical terms of a certain discipline, the use of vocabulary, pronounce and translation. Sometimes, teacher has difficulties when she teaches new topic by using new vocabulary because the vocabulary's students is limited. The problem faced by the teacher were : 1) Difficulty to make students interested and pleased with the lesson. Students felt that learning

English is a subject that is very difficult and hard. On other hand the delivered of material used whiteboard and pictures. English makes them felt dizzier were differences to read, write the English language, and remember the meaning, because English language is a new material that they received in junior high school; 2) Make the students understand. The students have difficulties on three things: in writing, pronunciation and meaning of the word, because by the presence of several students who still experience difficulties in understanding the color. But the discretion of the teachers has to repeat the previous material. Teacher expects when adding the new material, the students do not forgot the previous material. Make the students understood, become main problems for teacher. In addition, to the teacher has to be patient also need to be tough to teach by heart.

While problems of the students as the student who are learned as English, the students sometimes get problem dealing used language. Foreign language especially in English, that reading writing and meaning are different ways. This course makes students difficulties in the case of vocabulary. Then they were confused. Their confussion sometimes was when they were asking to adjust the pictures and their writen they were confused with the meaning and the pronunciation of some word that similar to other.

Those problem might arise indeed deaf or hard of hearing people can learn languages; however, the process of their language learning is

not the same as the process of hearing people. According to Chomsky's innate hypothesis, people have innate capacity for language learning regardless of being deaf or blind. All people learn some languages, but impaired people learn languages slower than normal people. Especially deaf people have many difficulties while learning languages because of their lack of auditory input. It is a proven fact that listening first is vital for acquiring languages. However, deaf people cannot take this input, and so their acquisition process is different from their hearing peers. Such people acquire even their native tongue by using different methods such as finger spelling, sign language, gestures etc., that is to say, they acquire their native tongue through visual modality (Fromkin & Hyams, 2011: 19).

Beside that students who are deaf tend to have low self-esteem as they have different ability to those hearing students. This statement is supported by Doyle & Dye (2002) as they asserted that many deaf students are neglectful, easily depressed, and less-confident. Therefore, it is essential that the teacher create a positive atmosphere in classroom to endorse the students' motivation to learn.

CHAPTER V

CONCLUSION AND SUGGESTION

The discussion in this chapter was divided into two major. There are conclusion and suggestion.

A. The Conclusion

Based on the data and the analysis were drawn to answer the problems of the study

1. Teaching learning vocabulary in English class

The teaching learning processes in English class were an educative interaction of some instructional component which interoperated to one another in achieving the goal. The teaching learning vocabulary in English class consists of three steps, there were the preparation, the application and the evaluation. The first was preparation steps. Preparation steps is the teacher's activity in preparing a lesson plan. This activity included the preparation of the goal, the material, the method, and the media which would be used in class. The second in application steps.

There were two dimensions in this step, the classroom interaction and application of teaching learning components. The last is evaluation step. This evaluation steps was the steps to check the student's comprehension of the topic.

2. The problem faced by SLB BC YPPS Ngemplak in the process teaching and learning.

The problems were problems of the teacher and the problems of the students. The problem that was faced by the teacher were: 1) Difficulty to make students interested and pleased with the lesson. Students felt that learning English is a subject that is very difficult and hard. On other hand the delivered of material used whiteboard and pictures. English makes them felt dizzier were differences to read, write the English language, and remember the meaning, because English language is a new material that they received in junior high school; 2) Make the students understand. The students have difficulties on three things: in writing, pronunciation and meaning of the word, because by the presence of several students who still experience difficulties in understanding the color. But the discretion of the teachers has to repeat the previous material. Teacher expects when adding the new material, the students do not forgot the previous material. Make the students understood, become main problems for teacher. In addition, to the teacher has to be patient also need to be tough to teach by heart.

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the case of vocabulary. Then they were confused. Their confusion sometimes was when they were asking to adjust the pictures and their written they were confused with the meaning and the pronunciation of some word that similar to other.

B. The Suggestion

After analyzed the data and made the conclusion, the researcher has some suggestion to the teacher, the parents and the school. The suggestion can be described as follow :

1. To the teacher

It is necessary for the teacher to be more patient. It is better if the teacher used variant of method in English teaching and learning. The teacher should found another way to handle the students. So, the students would give more attention and participation. The students could enjoy during this process.

2. To the school

It is necessary for the school to provide much more facilities, for example provide more media such as poster, puppet, LCD, etc.

3. To the parents

The researcher suggest to student's parents to give more paid attention and love to their children's education. Parents can control the children at home, company when they were studying, help their children to prepare book before going to school. The private study was held by the parents would be helpful.

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APPENDICES

Field Note

Field Note 1

Day / Date : Monday, October 24 2016

The material : Color

The number of students : 4

Time : 10.00-10.45

There are many children, they wait the bell ring while playing. I sit in front of the class. Many activities that they do such as playing, running, and kidding. They are friendly to me. There are also were asked to shake hands with me. The bell sounds, the teacher enters the classroom. According to the students data that the writer got, the number of the students of VIII and XI grade of SLB BC YPPS Ngemplak are 4 children. On my first observation of this time, I get 4 students who entered the classroom, they are Errie, Khoirul, Mutia and Nurul.

The teacher stars the lesson by greeting the students in Indonesia language and also use sign language. The day is evaluation of the previous material, it was about color. The teacher make a simple test as question about part of body. The teacher ask one by one to the students. They answer as they know.

Then the teacher continue with the next material about hobby. Introducing new vocabulary to students, teacher asked students individually to mention the kind of hobby in Indonesia language. She put it orally. After the teacher introduced the vocabulary in the Indonesia, she would ask the students about the student's hobby. Khoirul can answer the question. His hobby is swimming.

Nurul's hobby is cooking. Mutia's answer are reading and errie's answer are watching TV.

After the students have memorized the kind of hobbies in Indonesian language, then the teacher wrote the names of the hobbies on whiteboard with the English meaning. In addition, the teacher explained the lesson always use the Indonesia and sigh language, sometimes she also used java language. It was done by teacher because the student's lack of language skills.

HOBBY	
Dancing	menari
Swimming	berenang
fishing	memancing
Cooking	memasak
Singing	menyanyi
Drawing	menggambar
reading	membaca
Playing football	Bermain sepak bola
running	berlari
writing	Menulis
Listen to music	Mendengarkan musik

After teacher wrote the kind of hobby as above on whiteboard, then teacher helped students (Nurul) to write the material in their books. After the

students finished writing the subject matter, the teacher leads the students to follow her to pronounce the kind of hobby in English. It was done repeatedly by teacher, then she asked the students to pronounce it one by one. Even it was done repeatedly, one eating was not enough to make them be able to read the kind of hobby correctly and did not make them to memorize the names of the kind of hobby in short time.

I think today's English lesson quite well. Bell was sounded and it signifies English lesson are finished. The teacher closes the lesson.

Field Note 2

Day/date : october, 31th , 2016

The Material : Making sentences about color

The number of the students : 4

Time : 10.00-10.45

Today is the second day, I do this observation. After the bell rings the teacher enters the classroom which is still empty. The students are still outside of the classroom. The teacher has to find the students and makes them want to enter the class. Today there are three students who join the learning process.

In starting the lesson, the teacher greets the students with the greeting, "*Good morning students,*" and the students answered, "*Good Morning.*" After that the teacher greets the students one by one with the questions, *How are you mutia?*". Then mutia replied , *I am fine. Thank you.*" There is also a students when the teacher greets him, he is just silent.

At this meeting, the teacher asks to students about previous. Then teacher asks in simple question about kind of Hobby. Nuru; just smile when the teacher asks her. errie do not pay attention when the teacher asks him because he keeps running out of the classroom. Ten the teacher adds materials vocabulary. Teacher taught students to make a simple sentence.

7. The color of apple is red
8. The color of milk is white
9. The bird is blue
10. My favorite color is pink
11. The frog is green
12. I see a yellow moon

The teacher explained the material orally. She was not wearing any helping hand to deliver the material. After the student finished recording material, the teacher gave some questions sheet to students.

In the work on the question sheet, the teacher helped the students one by one to understand the questions. The teacher helped the weakest students to do work the question then switched to another students. The students who already can read and understand the questions, the teacher only went over to check their

works. She was more concentration to students who were weak in reading and writing skills.

In other to make the students understand the vocabulary in kind of color. Teacher gave homework for them. This homework was an exercise to students in making a simple sentence about color. The teacher was not always gave a homework to students because not all students complete the homework. The most effective learning is in the school, not in their homes. Sometimes they do not carry out completed school equipment. So, gave it a score is a aim.

Teacher always replaced the material that was taught in the beginning of each meeting before she gives the following materials. She should always ask her students one by one about hobby in English. It in intended that students always remember what the teacher had taught at a previous meeting.

The rest bell sounds, before the teacher ends the lesson with some regards the students have out of class.

Field Note 3

Day/date : Monday, November 7th, 2016

The Material : Understanding about color text

The number of the students : 4

Time : 10.00-10.45

The bell sounds, an English teacher and I were in front of IX class. We wait students who are playing on yard. And then the teacher asks to students to enter the classroom.

In starting the lesson, the teacher greets the students with the greeting "*Good Morning Students*" and the students answered, "*Good Morning.*" After that the teacher greets the students one by one with the questions, "*How Are You ?*" Then the students replied, "*I Am Fine, Thank You.*"

The teacher asks the students to take their books. After all students have opened their book, the teacher asks them about the last materials. The teacher asks to Nurul, "*nurul, apa bahasa Inggrisnya dari merah?*" By looking her book, he answers "*red, mom*" then the teacher asks to the other students Enri, "*bahasa Inggrisnya biru apa?*" Enri with an indifferent expression she answers, "*blue.*" After yesterday making a simple sentence then the teacher taught her children to read about text and answer.

My Favorite Color

My favorite color is pink. I love pink, pink is a pretty color. Pink makes me happy.

3. What's your favorite color?
4. Why do you like that color?

Teaching and learning activities always be the same in every meeting. Teacher wrote the material on blackboard and wrote to student's book then the teacher explained orally. According to the observation, the book held by the students was writing a book. The students did not use dictionaries and picture books to help them learn vocabulary. Sometimes they bring notebook and sometimes not.

The bell sounds, but the students have not completed their task yet, so that the task is being a homework for them. The teacher then asks students to clear up

their learning tools then the students pray together, greet to the teacher and then go home.

Field Note 4

Day/date : monday, Noveber 14th 2016

The Material : Exceries about color

The Number of the students :4

The bell sounds, the English teacher and I enter the classroom together. This is the fourth meeting for the days in a week material and today is used by teacher to do an examination. She has prepared some question sheets to students.

The teacher greets the students as usual, "*Good Morning Students?*" The students answer, "*Good Morning.*" The teacher directly distributed the question sheets to students.

The students need the teacher to help them in understanding the question sheet. She start from nurul, the teacher help her to do his work first, and then she help to another students, mutia and so on. The students who are having difficulty in doing the question sheet are only errie and khoirul. They can do it idependently, khoirul complete his work firstly, then he help another students.

The teacher asks to students to collect their work. Althought is finished or not. After they collect their work to the teacher, the bell rang. The students prepared to go home. The teacher greets to the students by "*Good by students.*" Then the students answer "*Good by mom*"

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Interview

INTERVIEW WITH TEACHER

CATATAN LAPANGAN HASIL WAWANCARA

Hari /Tanggal : senin, November 2016

Waktu pelaksanaan : 11:30 WIB – selesay

Kegiatan : wawancaradengan guru kelas

Objek Wawancara ; sularsih

Lokasi : ruang kelas 8 SLB BC YPPS Ngemplak

Pewawancara : Ana ainun

Pewawancara : selaat siang bu asih. Bolehkah saya bertanya mengenai proses pebelajaran bahas inggris disekolah ini ?

Respondent : iya bak silahkan, mumpung sedang tidak sibuk

Pewawancara : apa persiapan ibu sebelum pebelajaran Bahasa inggris ?

Respondent : ya sebelum mengajar saya biasanya menyiapkan RPP

Pewawancara : apakah ibu menysun persiapan untuk goal, materi, metode, media dan alat evaluasinya sebelum masuk kelas untuk mengajar ?

Respondent : kalau goal kan sudah ada di indicator RPP, sedangkan materi, media, metode dan alat evaluasi saya siapkan juga walaupun dala kenyataan sangat menyesuaikan siswa

Pewawacara : bagaimana perencanaan peyusunan tujuan pebelajaran, bagaimana enyusun kopetensu yang harus dikuasai siswa ?

Respondent : indicator itu diambil dari dari kompetensi dasar yang ada disilabus'

Pewawancara : bagaimana persiapan ater, apakah disesuaikan dengan tujuan pembelajaran ?

Respondent : dalam pembelajaran saya mencari materi dari internet, kalau untuk mengajar bahasa inggris saya tidak punya buku pegangan.

Pewawancara : apakah ibu menyusun ateri sendiri atau menyesuaikan dengan kebutuhan dan karakteristik

Respondent : iya materinya disesuaikan dengan kemampuan siswa.

Pewawancara ; bagaimana ibu mendapatkan sumber materi ?

Respondent : seperti yang sudah saya bilang tadi, karena saya tidak ada buku pegangan jadi saya menggunakan media internet untuk mendapatkan materi.

Pewawancara : tadi saya lihat siswa tidak mengeluarkan buku pelajaran seperti LKS ya bu ?

Respondent : mereka hanya membawa buku tulis saja, bagi anak yang mempunyai buku bahasa inggris yang dijual diluar bisa dibawa. Memang materi yang siswa dapatkan sangat tergantung yang saya catatatkan dipapan tulis.

INTERVIEW WITH STUDENT

CATATAN LAPANGAN HASIL WAWANCARA

Hari /Tanggal : senin, November 2016

Waktu pelaksanaan : 11:30 WIB – selesay

Kegiatan : wawancaradengan guru kelas

Objek Wawancara ; Nurul

Lokasi : ruang kelas 8 SLB BC YPPS Ngemplak

Pewawancara : Ana ainun

Pewawancara : selamat siang adek, kalau boleh tau naanya siapa ?

Respondent I : iya mbak nama saya Nurul

Respondent II : saya ayu mbak

Pewawancara : tadi habis pelajaran bahasa inggris ya dek ? nurul dan ayu suka tidak dengan pelajaran bahasa inggris ?

Respondent I : ya kadang suka kadang gak suka bak, soalnya susah.

Respondent II : iya mbak saya lumayan suka.

Pewawancara : apa adek bisa mengikuti proses belajar mengajar bahasa inggris ?

Respondent I : maksudnya gimana mbak ?

Pewawancara : apa adek paham apa yang diajarkan ibu asih tadi ?

Respondent I : iya mbak, saya paham.

Respondent II : iya saya paham mbak.

Pewawancara : kalau adek tidak mengerti, apa yang adek lakukan ?

Respondent I : ya kalau gak paha biasanya langsung Tanya ke ibu asih, ini gimana gitu, jadi nanti dijelasin lagi sama ibu asih.

Respondent II : kalau saya kadang suka malu mbak kalau mau Tanya, hehe

Pewawancara : apa ibu asih selalu menggunakan bahasa inggris kalau sedang mengajar ?

Respondent I : enggak mbak biasanya bu asih njelasin pakai bahasa Indonesia, biar kita cepet paham.

Pewawancara : apa ibu asih menggunakan metode yang beranekaragam ? metode itu cara mengajar.

Respondent I : iya ibu asih kalau ngajar menyenangkan, suka pakai gambar gambar, trus kadang kita juga diajak potong potong gambar.

Pewawancara : apa kesulitan adek ketika belajar bahasa inggris ?

Respondent I : susah mbak kalau suruh baca, tulisan saa bacanya beda jadi bingung. Tapi kalau suruh ngerjain soal aku bisa.

Pewawancara : kalo gitu terimakasih ya dek, udah mau bantuin.

Respondent I : iya mbak.

Respondent II : iya mbak

Material and Document

19.



I have a ...
a. flower
b. table

c. book
d. hat

20. It is ...

a. four cows
b. a bird

c. three cats
d. a cat



Answer and written

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



a. read

b. eat

c. sing

d. swim

e. drink

f. write

g. cook

h. sleep

i. dance

j. run

9

8. This number is

- a. seven
- b. one

- c. four
- d. nine

9. This number is

- a. nineteen
- b. twelve

14

- c. eleven
- d. fourteen

10. Mutia : "Good morning, Nurul !"

Nurul : "....."

- a. Good morning
- b. Good afternoon

- c. Good night
- d. Good evening

11. Ernie : " "

Inul : Good bye.

- a. Good morning
- b. Good afternoon

- c. Good night
- d. Good bye, Inul

12. "five, six, seven, ... , nine, ten

- a. one
- b. eleven

- c. eight
- d. three

13. There are days in a week.

- a. four
- b. seven

- c. twelve
- d. two

14. Mutia : "What is your name ?"

Yanti : " ?"

- a. It is Yanti
- b. My name is Mutia

- c. My name is Yanti.
- d. This number is five

15. I like apple.

- a. green
- b. yellow



- c. red
- d. black

16. He is a



- a. farmer
- b. teacher

- c. doctor
- d. fisherman

17. This is

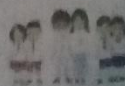
- a. duck
- b. tiger

- c. lion
- d. fish



18. They are

- a. farmer
- b. teacher



- c. doctor
- d. students



YAYASAN PEMBINA PUTRA SEJAHTERA
SLB BC YPPS NGEMPLAK BOYOLALI

Jl. Tuguas 65-08 Tambukan, Ngemplak, Boyolali 51273 Telp. (0271) 736 483 Dst. K. Ngemplak - rtgpp@yayasanpsj.com

ULANGAN AKHIR SEMESTER I SLB BC YPPS NGEMPLAK BOYOLALI

TAHUN PELAJARAN 2016/2017

Mata Pelajaran : Bahasa Inggris
Hari/tanggal : Kamis, 8 Desember 2016
Waktu : 09.30 -11.00 menit

Berilah tanda silang (x) pada jawaban yang benar !

1. Eye is for

- a. hear
- b. write
- c. look
- d. speak



2.



Eear is for

- a. hear
- b. write
- c. look
- d. speak

3. After Tuesday is

- a. Monday
- b. Sunday

- c. Wednesday
- d. Friday

4. After Sunday is

- a. Monday
- b. Sunday

- c. Wednesday
- d. Thursday

5. Before Friday is

- a. Saturday
- b. Sunday

- c. Wednesday
- d. Thursday

6. Before Monday is

- a. Saturday
- b. Sunday

- c. Wednesday
- d. Thursday

7. This is a in Indonesia

- a. eye
- b. hand
- c. flag
- d. book



BIODATA SISWA KELAS IX SMP LB B

SLB BC YPPS NGEMPLAK BOYOLALI TAHUN PELAJARAN 2016/2017

Nama : Nurul Huda
NIS : 001
Kelas : IX / B
Tanggal lahir : 12-01-1999
Jenis Kelamin : Laki-laki
Agama : Islam
Alamat : Jalan RT 013 A, Duku
Tempat tinggal : Duku
Orang tua : Bapak M. Sumarto
Orang tua : Ibu Rini Hidayat

Nama : Nurul Huda
NIS : 001
Kelas : IX / B
Tanggal lahir : 12-01-1999
Jenis Kelamin : Laki-laki
Agama : Islam
Alamat : Jalan RT 013 A, Duku
Tempat tinggal : Duku
Orang tua : Bapak M. Sumarto
Orang tua : Ibu Rini Hidayat

Nama : Nurul Huda
NIS : 001
Kelas : IX / B
Tanggal lahir : 12-01-1999
Jenis Kelamin : Laki-laki
Agama : Islam
Alamat : Jalan RT 013 A, Duku
Tempat tinggal : Duku
Orang tua : Bapak M. Sumarto
Orang tua : Ibu Rini Hidayat

Nama : Nurul Huda
NIS : 001
Kelas : IX / B
Tanggal lahir : 12-01-1999
Jenis Kelamin : Laki-laki
Agama : Islam
Alamat : Jalan RT 013 A, Duku
Tempat tinggal : Duku
Orang tua : Bapak M. Sumarto
Orang tua : Ibu Rini Hidayat

Bahasa Inggris

16.11.
2016

Konjungsi di buku tugasmu!

1 Eye is for look

2 Ear is for hear

3 Hand is for write

4 Bahasa Inggrisnya becaang adalah swim

5 Bahasa Inggrisnya memarah adalah caci

6 Bahasa Inggrisnya buka adalah open

7 start in Indonesia is mulai

8 Quick in Indonesia is minit

9 Kaca in Indonesia is bening

10 two times two four

BUKU

LANGGAN HARIAN SISWA



REKAM

REKAM